

TF Standard III Reflection

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In an era when the needs of students are rapidly changing, schools are not providing digital-age learners with the types of environments that parallel the connectivity and social interaction patterns that they are accustomed to outside of school (Williamson & Redish, 2009). In my opinion this statement is very accurate. During the course of this program we have studied many different Web 2.0 tools. Some of the tools I currently use but some of them I have not. What became evident to me was the gap of technology use between education and daily personal use. The personal growth I experienced learning the Web 2.0 tools empowered me to be able to relate to the students. As I worked with students I realized how boring the current use of technology in our classrooms would be to them. The gravity of teaching, learning and aligning our curriculum to accommodate the vast differences of using technology in a social aspect versus an educational setting is astounding. My previous knowledge of curriculum in the classroom has changed drastically after the study of TF/TL Standard III.

Prior to participating in this program I held the opinion mobile devices should not be permitted in the education world. My opinion was based on trying to police the personal use of the devices. Now my thoughts are geared toward allowing students to use the mobile devices they own to enhance their educational learning experience. One of the issues we face in the classroom is often the internet filter. The filter while serving a very valuable role also causes plenty of road blocks to accessing data needed. The majority of the mobile devices students own already have internet capabilities. We could utilize what the students already know and own to develop more knowledge and close the gap.

While using the Web has changed the world and the workplace of the 21st century, nowhere has it had a greater effect than on the lives of young people. They play video games, communicate using text messaging and instant messaging, conduct Internet searches, download music and share files (legally, we hope), and use the Web for homework. These technologies have always been available to them. Their parents and teachers and the rest of us who weren't born into a technology interactive world have to struggle to keep up (Solomon & Schrum, 2007). This statement makes an impact in regard to how far our teachers have to go to implement new technology skills into the curriculum on a daily basis. Their efforts

have to be supported by technology facilitators and leaders continually. We cannot expect to see long term results with one professional development training session. We have to model, instruct and support the changes to make the transition seamless and effective. This effort will have to be supported by technology facilitators, leaders, administrators, teachers, parents, stakeholders and students. We have to recognize that we are digital immigrants and the students are digital natives. By embracing this difference we can bridge the difference and take advantage of new tools to effectively implement technology into the classroom and the curriculum.

Recognizing I am a digital immigrant and those I work with are digital natives makes me aware of the fact that I have to undergo a change. The ability to interact with other colleagues has helped tremendously especially the sharing of experiences. Hearing what other digital immigrants are learning and applying created a desire in me to do the same. I have used several of the new Web 2.0 tools to create digital storybooks and photo videos for family members. I was also able to assist a coworker with Skype so she could visit with her son that moved for college. I hope to maintain contact with my colleagues and continue my personal growth in the technology new age. Not only am I planning personal growth in this area I am planning growth in my role as a technology leader.

I am currently working with an interface to our grade book system for an automated classroom response system. Automated classroom response systems-also known as student response systems- provide teachers with a new way to gather and disseminate specific feedback. This tool collects data through the use of “clickers,” then generates an immediate analysis of how students responded (Pitler, Hubbell, Kuhn & Malenoski, 2007). Our product has created an interface and it is my role to facilitate this role on a campus basis. We have already piloted the product and moving into the beta testing. We are very excited about this new endeavor. It is my intention to continue to look for new ways to teach, learn and develop curriculum for our digital natives with a major focus on bridging the great divide of technology use in an educational setting and the social aspect.

References

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